

**THE INFLUENCE OF USING VLOG ACTIVITY TOWARDS STUDENTS'  
SPEAKING ABILITY IN DESCRIBING PLACE AND PEOPLE  
AT THE TENTH GRADE OF SMA N I SENDANG AGUNG  
IN THE ACADEMIC YEAR 2020/2021**

**An Undergraduate Thesis**

**Submitted as a Partial Fulfillment of the Requirements for SI-Degree**

**By**

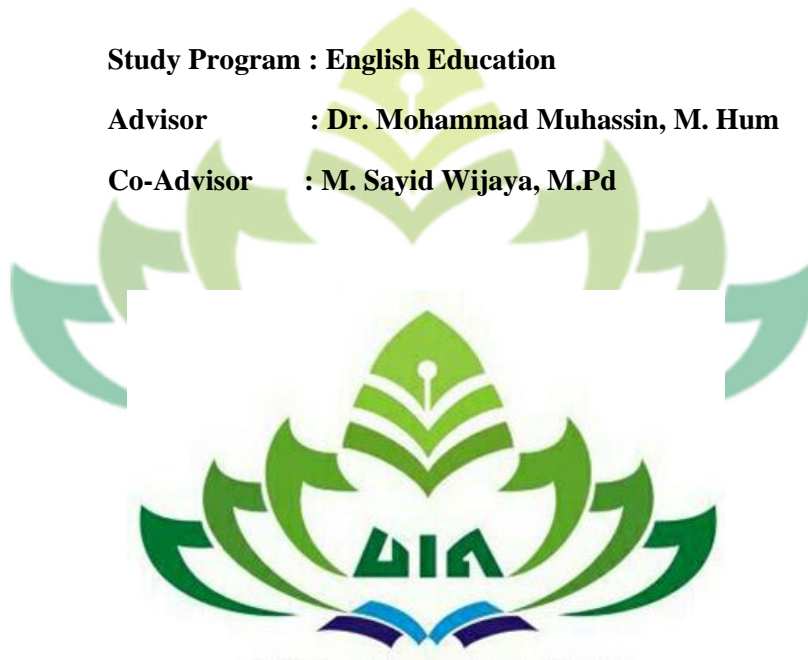
**RELISKA YULITA PUTRI**

**NPM. 1611040378**

**Study Program : English Education**

**Advisor : Dr. Mohammad Muhassin, M. Hum**

**Co-Advisor : M. Sayid Wijaya, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC  
UNIVERSITY LAMPUNG  
2020/2021**

## **ABSTRACT**

### **THE INFLUENCE OF USING VLOG ACTIVITY TOWARDS STUDENTS' SPEAKING ABILITY IN DESCRIBING PLACE AND PEOPLE AT THE TENTH GRADE OF SMA N 1 SENDANG AGUNG IN THE ACADEMIC YEAR 2020/2021.**

**By  
RELISKA YULITA PUTRI**

In the process of teaching and learning English, many students find some difficulties in learning English. Speaking ability is one of the problems in learning English. To solve this problem, the researcher used vlog as a media towards students' speaking ability. The aim of this research is to know whether there is a significant influence of using vlog activity towards students' speaking ability in describing place and people at the tenth grade of SMA N 1 Sendang Agung in the academic year 2019/2020.

In this research, the researcher used quasi-experimental design with the treatment held in three meetings, and 90 minutes for each meeting. The population of this research was the tenth grade of SMA N 1 Sendang Agung. There were six classes of 153 students. The researcher took sample by using cluster random sampling, the sample were X IPA 1 as Experimental class, consist of 31 students and X IPA 2 as the control class, consist of 27 students. Therefore the total of sample was 58 students. In collecting the data, the researcher used oral test that was monologue for pre-test and post-test with the topics about describing place and people.

The researcher analyzed the data by using independent sample t-test, the result that there was an influence of using vlog activity towards students' speaking ability at the tenth grade of SMA N 1 Sendang Agung in the academic year 2019/2020. From the data analysis computed by using SPSS, it was obtained that  $\text{Sig} = 0.000$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $\text{Sig} 0.000 < 0.05$ . Therefore, there was significant influence of using vlog activity towards students' speaking ability at the first semester of the tenth of SMA N 1 Sendang Agung in the Academic year 2019/2020.

**Keywords:** *vlog activity, speaking ability, quasi experimental design.*

## DECLARATION

I am a student with the following identity:

Name : Reliska Yulita Putri

Student's Number : 1611040378

Thesis :The Influence of Using Vlog Activity Towards Students' Speaking Ability in Describing Place and People at the Tenth Grade of SMA N 1 Sendang Agung in the Academic Year 2020/2021.

Thereby that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researcher' opinion or research finding included in the thesis are quoted or cited in accordance with ethical standard.

Bandar Lampung, July 16<sup>th</sup> 2020

The Researcher,

**Reliska Yulita Putri**

**NPM.1611040378**





**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289**

**APPROVAL**

**Title : THE INFLUENCE OF USING VLOG ACTIVITY  
TOWARDS STUDENTS' SPEAKING ABILITY IN  
DESCRIBING PLACE AND PEOPLE AT THE TENTH  
GRADE OF SMA N 1 SENDANG AGUNG IN THE  
ACADEMIC YEAR 2020/2021.**

**Students' Name : Reliska Yulita Putri  
Students' Number : 1611040378  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State Islamic University  
of Raden Intan Lampung**

**Advisor**

**Dr. M. Muhassin, M.Hum  
NIP. 197708182008011012**

**Co-Advisor**

**M. Sayid Wijaya, M.Pd  
NIP. 198803172015031006**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd  
NIP. 198005152003122004**





**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

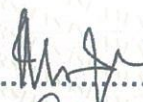
Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

**ADMISSION**

A thesis entitled: **“THE INFLUENCE OF USING VLOG ACTIVITY TOWARDS STUDENTS’ SPEAKING ABILITY IN DESCRIBING PLACE AND PEOPLE AT THE TENTH GRADE OF SMA N 1 SENDANG AGUNG IN THE ACADEMIC YEAR 2020/2021”**, by: **RELISKA YULITA PUTRI, NPM: 1611040378**, Study Program: English Education, was tested and defended in examination session held on: Monday, December 07<sup>th</sup> 2020.

**Board of Examiner:**

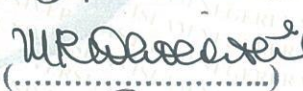
**Moderator : Meisuri, M.Pd**

(..........)

**Secretary : Istiqomah Nur Rahmawati, M.Pd**

(..........)

**Primary Examiner : M. Ridho Kholid, S.S. M.Pd**

(..........)

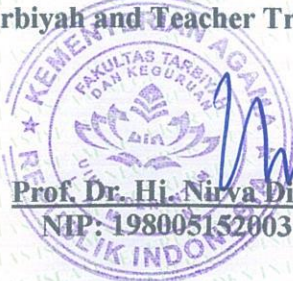
**Advisor : Dr. M. Muhassin, M.Hum**

(..........)

**Co-Advisor : M. Sayid Wijaya, M.Pd**

(..........)

**The Dean of  
Tarbiyah and Teacher Training Faculty**

  
**Prof. Dr. Hj. Nirva Diana, M.Pd**  
NIP. 198005152003122004

## MOTTO

وَأَحْلِلْ عُقْدَةَ مِنِّ لِسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

And take the stiffness off my tongue (27) in order that they understand my speech (28). (QS. At-Taha: 27-28).<sup>1</sup>




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<sup>1</sup> Abdul Yusuf Ali, *The Meaning of Holy Qu'ran*, (Maryland: Amana Publication, 2001), p. 184-185

## DEDICATION


From the deepest, place my heart, an undergraduate thesis dedicated to everyone who cares and loves me. I would like to dedicate an undergraduate thesis specifically to:

1. My beloved parents: My father Mr. Reliyadi and my mother Mrs. Ferista Daryani who has bestowed me with loves, affections and tirelessly pray for my life and my success. Thank you for giving me the financial, moral, and spiritual support. I do love you.
2. My beloved sister: Revio Dyah Sasmita who always give me supports and spirit. Thanks for your kindness and we must be better for our future.
3. My beloved grandmother: Jumilah who always pray for me all the time.
4. My beloved uncle: Widodo who always give motivate for my success.
5. My best friend: Ratih Henisah who always beside me in every condition, thanks to always protect me, make me laugh, support me, motivate, pray for me and to feel my life is better.
6. My beloved lecturers and Almamater UIN Raden Intan Lampung, which has contributed a lot of my development.

## **CURICULLUM VITAE**

The name of the researcher is Reliska Yulita Putri, she was born on July 1997 in Central Lampung. She is the first child of two sisters from Mr. Reliyadi and Mrs. Ferista Daryani. She has also 12 years younger sister namely Revio Dyah Sasmita.

The researcher began her study at SD N 2 Srimulyo and graduated on 2010. After that she continued her study to SMP N 1 Sendang Agung and finished on 2003. Then, she continued her study to Senior High School of SMA N 1 Sendang Agung and graduated on 2016. Stepping to higher, on 2016, he was accepted to one of state university in Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Departement of Tarbiyah and Teacher Training Faculty. During study in UIN Raden Intan Lampung, she joined organization. It organization was UKM Bahasa.

A large, faint watermark logo is centered in the background of the text. It features a green circular emblem with a stylized white 'U' and 'I' inside, surrounded by green leaves. Below the emblem is a blue and purple open book.



## ACKNOWLEDGMENT

First of all, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Using Vlog Activity Towards Students’ Speaking Ability in Describing Place and People at the Tenth Grade of SMA N 1 Sendang Agung in the Academic Year 2019/2020.” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree.

The researcher is fully aware that she cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

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8. Beloved best friend Ratih Henisah, who have supported and assisted in the whole things.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, November 15Th 2020  
The Researcher,

Reliska Yulita Putri

NPM.1611040378

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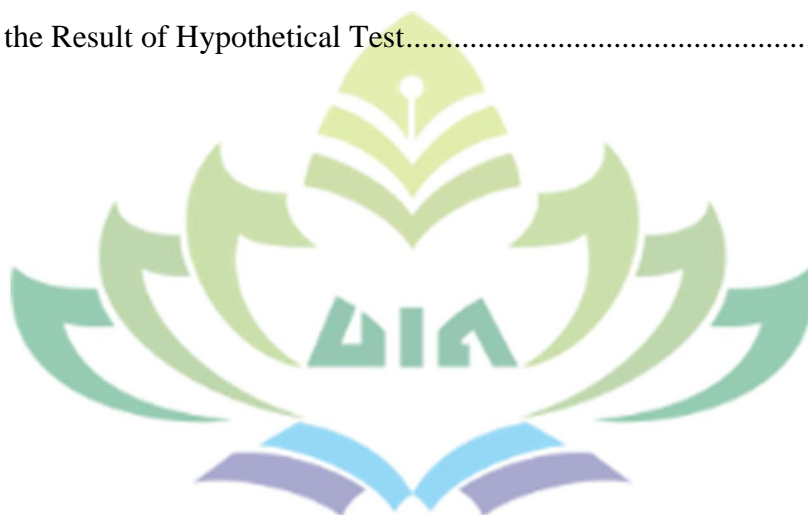
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## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

English has been growing to be a global language. Therefore English is applied for a lot of people around world. Mastering English is genuinely crucial for every individual, since it will make them to be easier to communicate with other people who live across from their country.

In addition, listening, reading, writing, and speaking are four English's skill that might be known. Those skills are actually connected with each other. As stated by Brown that there are relations among four capacities in English skills such as reading ability connected with listening, speaking, and writing ability.<sup>1</sup>

Meanwhile, in English skill, speaking is being one of challenging skills faced by everyone, for the cause that speaking is an instrument to produce and receive the information through the utterance. As the result, when the speaker says something, she or he must speak clearly, and it can be accepted by the listener. In that case, the speakers are unable to erase their mistake which they make whilst speaking to others.

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<sup>1</sup> H. Daugles Brown, *Teaching b yprinciples In Interactives Approache to the Language Pedagogies*, (2<sup>nd</sup> Ed ), (Sa Frasisco : Califofonia, 200 0 ),p. 232

Cameron says, speaking is energetic through language to convey purpose in order they can feel it.<sup>2</sup> It is illustrated that when somebody talks to others, yet they are unable to get the point of the information delivered by them which means there is no reciprocity throughout conversation.

In school, speaking becomes one of the aspects of assessment in English lesson. Richards mentions that mastery of talking talents in English is precedence for many second languages or overseas language beginners.<sup>3</sup> Harmer argues that speaking a job the place college students are attempting to be used and there are a languages that will understand affords comments for each instructor and students.<sup>4</sup>

Moreover, Muhassin stated that relate to condition of classroom activity is able to give extended chance to the learners in using the objective of the languages for a communicative way for meaningful activity.<sup>5</sup> It showed that to teach the students the teacher must create the system teaching and learning process effectively.

Based on the preliminary which was conducted by the researcher at SMAN 1 Sendang Agung was established that the learners had difficulty in English lesson especially in speaking material. According to Mr. Supriyanto S.Pd as

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<sup>2</sup> Lyne Cameron, *Teaching Language to Young Learner* (London: Cambridge University, 2001), p. 40

<sup>3</sup> Jack. Richards, *Teaching Listening and Speaking* (Cambridge: University Press 2008) p. 19

<sup>4</sup> Harmer

<sup>5</sup> Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as Foreign Language (TEFL) : A Study At SMA N 9 Bandar Lampung. *Journal Humaniora*, Vol.7 No. 4 (October 2016), h - 485

the English teacher, he said that the students had lack vocabulary.<sup>6</sup> It is showed by the students' speaking score which the researcher obtained from the English teacher.

**Table 1**  
**Students' speaking Scores at SMAN 1 Sendang Agung Tenth Grade**  
**2019/2020**

No	Aspect Score	1	2	3	4	5	Total Students
1	Pronunciation	46	42	37	27	1	153
2	Grammar	29	77	37	9	1	153
3	Vocabulary	69	53	13	9	9	153
4	Fluency	73	63	14	2	1	153
5	Comprehension	19	23	55	51	5	153

Criteria of Rating Scores (1 Poor), (2 Average), (3 Good), (4Very Good), (5 Excellent)

Regarding to table 1, the result showed that the score of English lesson at the tenth grade of SMAN 1 Sendang Agung in speaking ability got many bad aspect scores. They were vocabulay, grammar, fluency, comprehension, and pronunciation. There were 153 who did not achieve the criteria of good speaking from the good until excellent. The students did not have good pronunciation to mention the word and they also had limited vocabulary to explain their idea. On the other side, many students had difficulty in fluency

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<sup>6</sup> Supriyanto, *The English Teacher of SMA N 1 Sendang Agung* (an interview, on 23 March 2019). Unpublished



when speaking English. Therefore, the students have not spoken English well because they had bad scores in learning English.

Based on interview made by the researcher with the English teacher, the teacher said that he used pictures, books, laptop, and projector as media to teach English.<sup>7</sup> To sum up those media made the students feel unpleasant and sometimes they did not have any attention towards the lesson, particularly in learning speaking skill. In addition, from the students' questionnaires, it showed that the pupils were nearly seldom to practice speaking in English, due to the fact that they had not had a lot of vocabularies, pronunciation, and fluency.<sup>8</sup>

Therefore, the researcher had to overcome these case. Researcher gave new media for helping the teacher in teaching speaking English in the descriptive text to build the students to be happy, as well as addiction. Additionally, it would make the students interested in learning and practice speaking English by using new media.

There were several previous researches on using vlog activity toward students' speaking ability. First previous was conducted by Aqil, he used qualitative research and observation in collecting the data. The purpose of this research was to show that used vlog activity could increase teaching speaking ability in recount text of SMP Negeri 1 Gresik. The result indicated

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<sup>7</sup> Ibid, *The English Teacher of SMA N 1 Sendang Agung*.

<sup>8</sup> *The Students of SMA N 1 Sendang Agung* (an interview, on 23 March 2019). Unpublished.

there is development of their pronunciation, fluency, grammar, vocabulary, as well as comprehension.<sup>9</sup>

The second previous research was conducted by Anil. The research used quantitative and qualitative research to get the knowledge of attitudes through vlog in arts and science colleges in Chennai, a metropolitan city in Nadu, India. The result of this research showed that vlog helped students put into practice English even out of classroom, gives direct teacher's feedback about their presentation and can observe follow of learners' performance.<sup>10</sup>

Afterward, the third previous research was conducted by Watkins, the result of this research by using vlog showed that students could practice English speaking skills outside the classroom, gave oral feedback on the students' vlog, and receive teacher's feedback through the teacher's vlog posting.<sup>11</sup> It means that the use of vlogging can practice students' speaking ability. Therefore, the students could give responses what posted by the teacher.

In the fourth research by Sari, to collect the data this study used interview, observation, questionnaires. The purpose of this research vlog could increase students' motivation and confident in spoken English. Therefore, the result uttered that use of vlog on YouTube Channel increased students' stimulus

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<sup>9</sup> Mohammad Robith Aqil. Fahri, *Vloiggng as Medium form Eight Grades of SMPN 01 Gresik in Speaking Text of Recount*, ( Journal Vol 6 No. 2, 2018), p. 186-194

<sup>10</sup> Beena Anil, *Top-Up Students Second Language Talk Time through Vlog* (Indonesia Journal of EFL and Linguistics, Vol. 1 No. 2, 2016)

<sup>11</sup> Jon Watkins, *Increasing Students Talk Through Vlogging* (Journal: Education in Asian, Vol. 3 No. 2, 2012) p. 196-203

and self-confidence.<sup>12</sup> YouTube Channel can increase students' skills in speaking English easily.

Based on some previous researches, the researcher concludes that vlog is a good medium on process of teaching learning for improving English lesson, mainly ability of speaking. Furthermore, vlog as a medium also gives many benefits and feedback for the students and the teacher.

There was difference between the previous research with the present research. First previous research applied vlog to develop speaking ability in recount text, the second previous to get material of attitudes, the third to improve students' oral communication in English teaching classroom, the fourth to oral communication, and improved students' speaking ability through YouTube Channel. Therefore in the present research, researcher applied vlog activity to find out the influence in students' speaking ability when describing place and people.

From clarification in previous research, it could be deduced that vlog is great media in teaching and learning process in English lesson, vlog also helped the students in improving speaking ability, made the students confidence, and could increase good mood to learn English. So, the title of this research is The Influence of Using Vlog Activity toward Students' Speaking Ability in

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<sup>12</sup> Pramita Sari, *Using vlog in the Youtube Channel as a Means To Improve Students' Motivation and Confidence to Speak English in Intermediate 1 Level o LB-LIA Jambi* (Internatonal Jounal: English Language and Teaching, Vol. 1 No. 1, 2017)

Describing Place and People at Tenth Grade of SMAN 1 Sendang Agung 2020/2021”

## **B. Identification of Problem**

From the background of problem the researcher found problem in teaching and learning process at SMAN I Sendang Agung of Tenth Grade in the academic year 2020/2021 they were:

1. The students found the difficulties towards media used by the teacher.
2. The students seldom practiced speaking in English.
3. The students had lack of vocabulary, pronunciation, and fluency.

## **C. Limitation of the Problem**

The research focus on using vlog activity to recognize the influence of using vlog activity toward students' speaking ability in describing place and people repose the syllabus tenth grade at SMAN 1 Sendang Agung.

## **D. Formulation of Problem**

The problem could be formulate as follow “Is there any influences of using vlog activity toward students' speaking abilities in describing place and people at SMAN I Sendang Agung of tenth grade the academic year 2020/2021?”

### **E. Objective of the Research**

Research aimed to find out the significant influence in vlog activity toward ability of students in speaking English in describing a place and people at SMAN 1 Sendang Agung of the tenth grade in academic year 2020/2021.

### **F. Significance of the Research**

Researcher used vlog as media. The significances of this research were:

1. Theoretically, it might support that vlog could be related to speaking ability specially on descriptive text .
  - a) gave information for teacher of SMAN 1 Sendang Agung about the influence of using vlog activity towards ability of students in speaking English.
2. Practically, it be might maintain teaching speaking specially on describing place and people using vlog.
  - a) gave motivation for students in SMAN 1 Sendang Agung in learning English lesson and to offer interesting used vlog as a media to study English. Therefore, they participated in the speaking class actively.

### **G. Scope of the Research**

The scope of research could be illustrated as it followed:

#### **1. The Subject of Research**

Students at SMAN I Sendang Agung of tenth grade in the academic year 2020/2021.



## **2. Object of Research**

Students' speaking ability on the descriptive text used vlog activity at SMAN 1 Sendang Agung of tenth grade.

## **3. Place of Research**

Research place was conducted in SMAN I Sendang Agung in the academic year 2020/2021.

## **4. Time of Research**

Time of the research was on first semester in academic year 2020/2021.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Speaking

Speaking is the direct route from one mind to another, and it is the way usually chosen when we want to ask a question or give explanation.<sup>1</sup> It means that speaking is a tool to give and take some expressions like opinions and ideas about the content. On the other side, speaking is a bridge to share all information about the content in which it is easy to understand. In addition, Thornbury states that speaking is a behavior to create a vocabulary.<sup>2</sup> Therefore, speaking is form to make a word every day in daily life and different ways.

Speaking is one section for daily activity that we get it to greatest.<sup>3</sup> At this point, speaking is a process of manufacturing words every day, even speaking also is an important tool to communicate with people who give and need information in their life. Further, speaking ability can help students more in communication with other people easily without misunderstanding in receiving and processing information.

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<sup>1</sup> Turk Christopher, *Effective Speaking Communicating In Speech*, (Prancis: Spon Press, 2003), p. 9

<sup>2</sup> Scott Thornbury, *How to Teach Speaking*, ( Malaysia, Longman, 2005), p. 1-2

<sup>3</sup> *Ibid*, p. 2

According to Brown in his book, there are five basic types of speaking as follows:

**a) Imitation**

The achievable to virtually parrot minimize once more to a phrase or possibility a sentence.

**b) Intensive**

The productions of stretches of oral language diagram to show competence in a slim band of grammatical, phrasal, lexical, or phonological relationship.

**c) Responsive**

Interact and look at comprehension on the other hand at the as a substitute restrained stage intensely short dialog great greetings and a little speak, easy demand and remarks, and each other.

**d) Interactive**

The size and intricacy of the interplay that occasionally embodies a couple of alternate with else/redouble contributors.

**e) Considerable**

The oral manufacturing assignment consists of oration, give the material directly also with a fairy tale, for the duration of which the hazard for oral interplay from hearer is every quite restricted.<sup>4</sup>

Based on five basic types of speaking revealed by Brown, it assumes that imitative is the capability of someone to follow the word from another person, so that it will be easy to make the sentence. Intensive means to create the language that explain directly by using utterance which need the other knowledge to be a good sentence. Responsive is between the speaker and listener to give and receive information through a little speaking. Interactive about the relation between two or more participants that has difficult language in speaking comprehension, therefore there is a misunderstanding in the topic. Extensive is a form of speaking activity which is still difficult to understand for the listener about the content.

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<sup>4</sup> H. Daugles Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: California, 2003), p. 140.

Regarding to the previous theory, it can conclude that speaking is important to our life. Accordance with Bailey talking is fecund, by mouth.<sup>5</sup> As shown that all-human for every day always make the words and the sentences by speaking. Without speaking, there is no connection between each other. To speak English well the students must carefully choose the good word to be a good sentence in English. Therefore, through speaking we can express ideas, feelings, and opinions.

### 1. Elements of Speaking

Speaking is energetic of language then, fluctuates in the intellectual pastime and that they make on inexperienced human beings of language in time duration of finding and sharing which potential.<sup>6</sup> Speaking includes creating structure oral pronouncing to explain the purpose.<sup>7</sup> It means that speaking is the main role in social life and makes the speaker think hard in order it is able to catch all the meaning of the context in the dialogue.

Harmer states that the capability to good communication has an example not only a science of language types, however, the skill to operate information and language.<sup>8</sup> Hence, speaking is a tool for operating the entire internal organ in the human brain in order able to be function every

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<sup>5</sup> Kathleen Bailey, *Practical English Language Teaching Speaking*, (New York: McGraw-Hill, 2004), p. 2

<sup>6</sup> Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 40

<sup>7</sup> Kathleen Bailey, *Op. Cit.*, p. 2

<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (3<sup>rd</sup> Ed) (England: Longman, 2001), p. 269

day. Even Harmer conveys that speaking there are elements necessary for spoken production as follow:

#### **a. Language Features**

1. Related language is an excellent audio system of English that becomes totally, now not to get the result of personal phonemes in English on the other hand to apply prosperous related speech. In the linked speech, they are changed, held, attached, or decreased.
2. Meaningful tool: original talker of the English language change the tone and pressures of a specific portion of pronunciation, loudness extent, and rapidity, exhibit with the useful resource of special bodily and non-verbal ability how human sense it (specifically in one by one interaction).
3. Lexis and sentence structure: instructor, shall, hence, provide types of expression to different features like accepting, expressing surprise, and reception.
4. Negotiating language: good talking advantages and the negotiator language we will apply to try even find explanations and exhibit the system which we want to say. We regularly want to take for clarification when we are hearing to any individual else speaking and that is important for the students.<sup>9</sup>

#### **b. Mental/social processing**

1. Language processing: positive speaker want to be in a position to technique language in their leader and give it the inside clearly in order can leave in types which are not solely understandable, but additionally explain, the purpose that wanted. Language manufacture includes taking the expression and their conference with syntactically also proposition consecutive.

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<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (3<sup>rd</sup> Ed) (England: Longman, 2001), p. 269



2. Interface with other people: a good talking also entails a great of hearing, with the perception that the different individual is the sense, and expertise about linguistically when getting the turn with other who to do it.
3. (On the place) information processing: on the other side through our reaction about the others' feelings, we must choose the right information that they inform us when we take it.<sup>10</sup>

In conclusion, the elements by Harmer, it is clear why the students must study English. In the element necessary for spoken production, there are two, such as language features, and mental/social processing. These elements explain how to be a good speaker and can be understood by the listener.

## 2. Speaking Ability

Speaking is applying a lot of several meanings and every function includes different abilities.<sup>11</sup> For this reason, Penny states that 4 abilities (listening, reading, speaking, and writing) speaking appears intuitively the more significant: humans that understand a language are pointed as a speaker of that language, as talking consisted of all the other types of understanding

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<sup>10</sup> *Ibid*, p. 269

<sup>11</sup> Jack C. Ricards and Willy A. Renandya, *Methodology In Language Teaching*, (Cambridge : Cambridge University Press, 2002), p.201.

and if not most foreign languages are preliminarily fascinated in learning to speak.<sup>12</sup>

Therefore, without speaking, you do not understand what the speaker is saying, like a confused, in another hand you are heading such as confusion.<sup>13</sup> Meanwhile, speaking is important in daily life, because without speaking all will be damage. Furthermore, speaking is imperative for kid's language progress.<sup>14</sup> It means that every human learn speaking from the childhood until understanding the meaning of the word and the sentences.

### 3. Teaching Speaking

Brown states that instruction talking is of dialog an indirect method that beginners are increased or less to have interplay in interaction, and have a direct technique.<sup>15</sup> It means that teaching speaking is the way to explain something important and invite the students to make the idea then explain it in the class by speaking.

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<sup>12</sup> Penny Ur, *A Course In Language Teaching*, (New York; Cambridge University Press, 1991), p. 120

<sup>13</sup> Jeremy Harmer *Op.Cit.*, p. 170

<sup>14</sup> Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York, McGraw-Hill, 2005), p. 47

<sup>15</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (second Edition), (San Fransisco, California: Longman 2000), p. 267

According to Thornbury, the single at the very dominant component in the improvement of speaking ability is in all possibly the classroom civilization.<sup>16</sup> Hence, speaking is to build the class to be an active class in speaking such as dialogue with the teacher, other friends about all material of the subject.

Thus, Bailey says, we do not favor dispirit students who are attempting to communicate their thoughts and emotions and in fact, sometimes many people often explain their feelings even when they create the error.<sup>17</sup> Therefore, teaching speaking and learning speaking are the ways to communicate orally and bridge to explain the aims of the feeling. Harmer states there are three reasons for teaching speaking, as follows:

- 1) The speaking activity gives the occasion to practice real-life speaking to protect themselves in the classroom.
- 2) Speaking assignment which the students try to use one of them or all of them that know it and give feedback for the teacher and the students.
- 3) Many students have occasion more viable or energetic the sundry component of the language.<sup>18</sup>

In summary, there are three reason for teaching speaking which make the students active speaking in the class, by speaking the students have many vocabularies to make sentences in some language that make the students more productive to produce the word in speaking ability, especially in English. Speaking activities also make the students brave to give other

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<sup>16</sup> Scott Thornbury, *How to Teach Speaking*, ( Malaysia, Longman, 2005), p. 123

<sup>17</sup> Kathleen Bailey, *Op. Cit.*, p. 172

<sup>18</sup> Jeremy Harmer, *How to Teach English* (Harlow: Pearson Educated Limited, 2007), p. 123

opinions in front of the class even in front of other students outside the classroom. Therefore, speaking is the important thing to make the students confident when the students explain the material or the context in the discussion.

#### 4. Types of Speaking

According to Brown in learning and teaching speaking there are two kinds part of the oral language, they are monologue and dialogue, as present below:

##### a) Monologue

In monologue when the speaker uses oral such as speech, reading, news broadcast, etc. The listener has to process how long to speak without any trouble on the speech to be perfect or the listener understand the content.<sup>19</sup> In summary, to be speaker must actively give information like telling the story and the listener just catch the content.

##### b) Dialogue

Dialogue consists of the speaker or more and is divided into the exchange that promotes the social relationship (personality) and the purpose of the speaker is to explain the proportional information or factual (transactional).<sup>20</sup> Hence, a conversation needs a partner to explain and give what the content, therefore one of another can profitable to the information.

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<sup>19</sup> H. Douglas Brown, *Teaching By Principle: An Interactive Approach to Language Pedagogy*, (New York:Longman, 2001), p. 251

<sup>20</sup> *Ibid*, p. 251

## **B. Concept of Descriptive text**

### **1. Definition of Descriptive Text**

According to Kane, the description is a sensory impression of how something sight, voice, feel.<sup>21</sup> It means that something that has a form it can be touched, seen, and listened. On the other side, descriptive is writing which how some factors (or somebody) see also create apply layout.<sup>22</sup> It means that descriptive is about describing specific something's or someone's appearance, taste, and feeling through the five senses. Therefore, it can be concluded that the example of descriptive text such as people, things, animals, vegetables, etc.

Based on another expert, Zemach said that a descriptive paragraph convey how an individual or something seems or sense.<sup>23</sup> Subsequently, if we will describe someone or something, we can use our body to know the result of the object. Therefore, descriptive text is the tool to describe all about the place, someone, animal, vegetable, and describe everything that is seen by the speaker or writer.

For the most part, some expert that description can help human to know what the features of the object and to give information when the human imagine something that described by the speaker uses feel, sound, and

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<sup>21</sup> Thomas S. Kane, *Oxford Essential Guide to Writing*, (New York, Oxford University Press, 2000), p. 351

<sup>22</sup> Alice Oshima, Ann Hogue, Addison Wesley. *Introduction To Academic Writing*, (Logman: Addison Wesley, 1996), p. 39

<sup>23</sup> Dorothy E Zemach and Lisa A. Rumisek, *Academic Writing: From Paragraph to Essay* (Edelvives, Oxford, 2003), p. 25



tastes. On the other hand, a nice description such as phrase image, the reader can think about that object, location, or someone in her or his idea.<sup>24</sup> It means that word image can process the brain quickly without many obstacles.

## 2. Generic Structure of Descriptive Text

The generic structure is a section from the contents as a completed every part of the text. According to Pardiyono, establish the descriptive text the students must do the important part of the descriptive text as follows below:

### a) Communicative Purpose

The descriptive text is a type of speaking, which has a specific function to describe an object.

### b) Rhetorical Structure

The rhetorical structure is the text in the paragraph. Every topic has its function in other words, therefore the rhetorical structure of the descriptive text, they are:

Identification: A short text that explains the statement's paragraph that is identifies the object that will describe. Usually, it makes the reader interesting and enthusiastic to read.

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<sup>24</sup> Alice Oshima, Ann Hogue, Addison Wesley, *Op. Cit.*, p. 49

Description: Sometimes there is one or several paragraph. Each part explain object based on different angles as well as form, type, condition, location, weather, size, etc.

### 3. Grammatical Patterns (Language Features)

Grammatical patterns are the patterns of the grammatical that use in any kind of text or paragraph. The grammatical pattern there is in descriptive text, they are:

- a) Use of verb, be (is, am, are), have. Linking verb (it looks sounds, like).
- b) Use simple present tense, present perfect tense.
- c) Use of adjectives to describes the conditional of the object.<sup>25</sup>

In conclusion, to make descriptive text must use those forms when describing something, thereby will get the right writing about descriptive text. For example, Borobudur is one of the most beautiful tourism places in Indonesia.

### 4. The Example of Descriptive Text

The first example is the part of describing people, in this case is about my best friend, and the second example about the place with the title of the classroom, they are:

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<sup>25</sup> Pardiyo, *Teaching Genre Based Speaking*, (Yogyakarta: ANDI OFFSET, 2009), p. 122

### My Best Friend

**Identification** { Ratih Henisah is my best friend, she is my roommate and my classmate. We go to campus together to use a motorcycle. Ratih Henisah from Way Kanan, she has one sister and one brother. In daily life, she loves wearing glasses and sneakers.

**Description** { She has a good heart, kind, honest, truthful, beautiful face, and a fun person. She is very smart even she always gets lucky in her value at our campus. She always gives me a solution and beside me when I have some problems. Therefore, I like to play with her and never forget her kindness until now.

### My Classroom

**Identification** { I have a beautiful classroom, my classroom very clean, comfortable class to learning even my class always gets the winners every year. Therefore, my class becomes a favorite class for the teacher than in other classes. In my class, there are 32 students with different characters.

**Description** { In front of the tables and chairs, there are two whiteboards, only one table and one chair for the teacher. On the teachers' table, there is a beautiful flower vase, eraser, ruler, and pen.

### C. Concept of Vlog Activity

Vlog activity is a media used in the experimental class. Therefore, this subchapter explains the topic about the definition of the vlog, how to use vlog, advantages, and disadvantages of using vlog as a media in the research as follow:

#### 1. Definition of Vlog

Vlogging is a video, also blogging, which is the other manner for a habit of blogging.<sup>26</sup> In brief, both of them have similarities to explain all reports. Moreover, a weblog is an aspect the most of them the video, more than textual content and pictures.<sup>27</sup> Therefore, it can be concluded that the vlog can share the content through oral directly.

Next, vlogging in principle which to enhance a video element for that.<sup>28</sup> Thus, a vlog or video blog is an area such as a blog that creates videos like the first basic to a surrogate of the words such as a text.<sup>29</sup> On the other side, also vlog is a part of some videos that become one file. Hence, a video blog or a vlog is the same tool to take daily activity using camera that focuses on speaking ability.

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<sup>26</sup> Mohammad Robith Aqil, Fahri. *Vlogging as a Medium for Eighth Graders of SMP Negeri 1 Gresik in Speaking Recount Text*, (Journal Vol 6 No. 2, 2018), p. 187

<sup>27</sup> Amy Schmittauer, *Vlog Like A Boss How To Kill It Online With Video Blogging* (United States of America: Academy Elite 2017), p. 15

<sup>28</sup> Amy Schmittauer, *Ibid*, p. 16

<sup>29</sup> *Ibid*, p. 187

Pramita states that a vlog exactly a video weblog's publish.<sup>30</sup> It means that vlog is a media blog in the form of video that can be shared on You-Tube channel, Facebook, WhatsApp, or other media social. Therefore, creating a video vlog is useful and gives many benefits for the students, when the students share the video vlog in media social. Thus, this vlog will get the goal when the students pointing the great desire in the usage of this instrument to creating their capacity of studying.<sup>31</sup> It means that vlog can increase speaking ability, make confidence even the students' addiction to use vlog in their study.

According to Maulidah, the aim to use vlog in teaching and learning speaking the first are the students have to improve their speaking in watching the video in his/her production and look at how they do and what will increase it when practicing in the next life.<sup>32</sup> Therefore, this media is a good way to increase the speaking ability of the students.

Furthermore, Beena states that the aims when use vlog which is able to increase the students' speaking ability, as follow:

- a. This media or application support the learners to make many a conversation, increase the word in English, to know what the aspect in

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<sup>30</sup> Pramita Sari, *Using vlog in the Youtube Channel as a Means To Improve Students' Motivation and Confidence to Speak English in Intermediate 1 Level o LB-LIA Jambi* (Internatonal Jounal: English Language and Teaching, Vol. 1 No. 1, 2017), p. 39

<sup>31</sup> Beena Anil, *Top-Up Students Second Language Talk Time through Vlog* (Indonesia Journal of EFL and Linguistics Vol. 1 No. 2, 2016), p. 132

<sup>32</sup> Mega Maulidah, *Improving EFL Learners' Speaking Proficiency Through Instagram Vlog*, (LLT Journal: A Journal on Language and Language Teaching <http://e-journal.usd.ac.id/index.php/LLT> Sanata Dharma University, Yogyakarta, Indonesia Vol. 22, No. 1, 2019), p. 113

the structure of the sentences and to decrease embarrassment. When the learners will start to make learning big even outside the classroom with the same spirit and the same group but the different environment that reputed to be a healthy studying technique.

- b. Vlog guides the learners to self-screen their overall performance earlier before they share their vlog with their tutor and they can hear and do the best result in their comprehension. If the instructor feels that, a learner can increase in their presentation, a second strive can be achieved easily.
- c. Another advantage by using vlog is giving remarks about learners' presentation. The instructors can focal point or a lot greater time on the learners' perspective vulnerable location of studying. The tutor can give improvement to learners' which can be considered if learners' favor to pay attention to and do crucial modifications in the passage of practice. Learners' have a connection with other and collaborative good studying.<sup>33</sup>

From the definition, it can be concluded that vlog is one of the types of audio-visual media that take with a camera to describe the object directly with orally. Together with this research vlog activity also is very influential in the teaching-learning process of speaking lessons especially in English. In this time vlog activity gives many benefits for the students

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<sup>33</sup> *Ibid*, p. 131-132



such as make the students brave to speak English in front of the camera, in front of friends, even in front of the public, make confidence and make the teacher practice again to speak English more active than before.

## 2. Procedure to Use Vlog in the Inside and Outside Classroom

Vlog is a media that make the students fun, enjoy, and addiction. Furthermore, this media recommended in teaching and learning speaking in English. Therefore, there are some stages to use vlog as follow:

**Table 2**  
**Procedure to Use Vlog Inside and Outside the Classroom**

Vlogging Stages	Activities	Place
Conceptualizing	1. Planning what to say and how to say it 2. Coming up with an appropriate voice blog topic 3. Listening to other's vlog for ideas 4. Consulting a dictionary or searching the internet 5. Note-taking	Inside Classroom
Brainstorming	1. Outlining main and supporting ideas 2. Translating from L1 to L2 3. Writing down a script before recording	Inside Classroom
Articulation	1. Rehearsing before recording 2. Recording voice blog and uploading it after checking	Outside Classroom
Monitoring	1. Listening to the recorded file before uploading in Facebook 2. Monitoring vlog entries in terms of content, organization, and language usage	Outside Classroom
Evaluating	1. Evaluating vlog content, organization, and language-usage 2. Redoing the vlog. <sup>34</sup>	Outside Classroom

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<sup>34</sup> Izzah Maulidah, *Vlog: the Mean to Improving Students' Speaking Ability*, (Jounal of Advanced in Social Science: Education and Humanities Research Vol 145, 2017), p. 13

Based on the stages above how to use vlog can conclude that to make the success vlog must follow the step, thus before the students submit their vlog and share in social media the students must correct the result of their vlog to get the perfect vlog based on the content be provided by the teacher.

### **3. Advantages of Using Vlog**

Vlog activity gives many advantages for the teacher and the students to the teaching and learning process in speaking English. Therefore, the advantages according to Watkins as follow below:

Some purpose why vlogging additionally be outstanding overseas FL oral verbal exchange class. The important reason to think vlogging is that it expands learners talk time, Moral oral verbal exchange practice helps learners' enhance of new English word and structure of the sentence, reduce embarrassment, increase confidence, and add the fluency. If the learners' speaking occasion is a little of the classroom, then the learners get extra exercise such as a private that English oral verbal exchange exercises can do personally with the right profit.

Any other advantages of vlogging are to push talk alone before learners' collect their vlog to the instructor, they have to repair it themselves. Then maybe they will repeat it pronunciation or mistake of sentence structure to make a part of a vlog. Maybe there was a story that deleted if they disputed something; maybe they will see the environment that their argument can be supported. About the cause, when the learners do not want to use the real vlog because that was not best, the learners' can try again in the same content. If the second time is better, the last can be advised.

The third profit that there is a connection to how the instructor (even peer of the learners) can comment. On the other side, the comment feedback is constantly a choice, to a little class, the feedback of vlog can be thought. When a vlog of learners is criticized then the value delivered in the same condition so that the learners will accept the hearing practice beside talk practice, furthermore is not like meet directly face to face toward learners, vlogging as a media will give more occasion to see a view in a vlog and sometimes face to face

directly, an instructor have some suggestions, therefore a vlog can be seen many times before the learners make it in the next vlog, if the relationship between other class is good, they can hear other vlogs of learners also and comment if needed.<sup>35</sup>

Based on the previous definition, to increase the mentality of the students' especially in speaking, vlog activity help them, by vlog the students can learn in front of the camera without teacher or friends, even when the students are not satisfied of the result, the students can repeat to make a video. After the students are ready and confident to upload the video, they can get feedback from the teacher and the other students by the comment on social media. Therefore, through vlog activities, students can improve the quality of speaking specifically in English confidently.

#### **4. Disadvantages of Using Vlog**

- a. This is only the problem from the web connection. The reply R1's toward the negative aspect is about verbal exchange happen in the classroom. This is no longer as interactive as nicely as in the classroom.
- b. If there is trouble in the pronunciation of video bloggers or several questions to ask with the blogger video, as the human who watch the video, we just give comment and will not respond quickly.

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<sup>35</sup> Jon Watkins, *Increasing Students Talk Through Vlogging*, (Journal: Education in Asian, Vol. 3 No. 2, 2012), p. 197

- c. The video blogger occasionally uses slang phrases that hard to recognize and we are difficult to find out the right video blogger with precise English.<sup>36</sup>

Based on the previous definition, it can be summarized that besides the advantages of a vlog, it also has disadvantages. The big problem between the teacher and the students is the internet connection in the area. It is very important to share the video on social media, without the internet they will get difficult to give comment and feedback for the students by social media. Furthermore, the other problem is it cannot broadcast directly so it is not possible to give and receive comment directly also, even when the vlogger uses idiom we cannot understand what they said. Therefore, to make a video vlog the teacher and the students must prepare all need about the vlog before make it.

#### **D. Concept of Picture**

##### **1. Definition of Picture**

Photo is several sequence events, motion, or steps that come in the photographer of human, vicinity, and component also occur one by one.<sup>37</sup>

It means that pictures are images that can help the students easy to understand the material.

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<sup>36</sup> Novita Lestari, *Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective* (International Journal of Academic Reaserch in Business and Social Sciences Vol. 9 No. 1, 2019) h. 922

<sup>37</sup> Ruswinarsih. *The Use of Pictures in Improving Writing Procedures Text Ability of the Firts Year Students of SMA N 5 Dumai* (ELTIN Journal, Vol. 3, No. 1, 2013), p. 14

On the other hand, image and photograph-learning model is a model, which the instructor applies instrument or photo media to explain the lesson or provide learners to activity study.<sup>38</sup> Therefore, a picture is one of the other media that can help the students and the teacher in the teaching-learning process, even to make easily find out the topic.

Additionally, an image can be a key in motivating learners to apply the language that they are using, giving the learners a reference to helping discipline of the activity.<sup>39</sup> Hence, the picture is important to improve the students in the learning process for the students more interesting and active to learn English.

## 2. Procedure to Use Picture

The picture is one of another media, which is very popular in the teaching and learning process. Therefore, there are some steps to use the picture:

- 1) The topic or the material of the lesson are arranged by the teacher.
- 2) The students are asked by the teacher to check the picture that corresponding.
- 3) The students are divided into some groups by the teacher.
- 4) The teacher ask the students to write vocabulary based on the picture according to the time given by the teacher for the students.
- 5) After that, each group creates sentences based on the picture.

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<sup>38</sup> Dewi Afriany Susanti. *Use of Picture Model Based on Multimedia With Internalize Character Education on Language Civilized Educational Learning*, (Journal of Elementary Education, Vol. 2, Number 1, 2018), p. 15

<sup>39</sup> Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 10

6) Then, every group directly to describes their picture in the class.

7) The teacher clarifies/ conclusion.<sup>40</sup>

Based on those steps it can be concluded that the teacher and the students can improve the quality of teaching and learning process when using it.

### 3. The Advantages of the Picture

There are many advantages of the picture for the students and the teacher in the teaching and learning process they are:

- a. A picture can be a common base that leads to a variety of language activities
- b. By using pictures, students can focus on a special sentence, structure, and language form.<sup>41</sup>

As shown the picture is good media for the teaching and learning process because when using this media the students can look at the media directly and easy to convey the material faster.

### 4. The Disadvantages of the Picture

Not all of the pictures have advantages but also it has disadvantages to teach the students they are as a following:

- a. It is difficult to look for the specific picture which is suitable for the students level, curriculum, and needs.

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<sup>40</sup> Ismail SM, *Strategi Pembelajaran Agama Islam Bebas Paikem*, (Semarang: RaSAIL Media Group, 2008), p. 94.

<sup>41</sup> Ruswinarsih, *The Use of Pictures in Improving Writing Procedures Text Ability of the Firts Year Students of SMA N 5 Dumai*, ELTIN Journal, p. 14

- b. The students still find the difficulty to express something in the picture in detail if they have never seen it.
- c. Each person has a different perception in the meaning of the picture.<sup>42</sup>

In conclusion, the picture has many disadvantages to be media. On the other side picture also sometimes, not interest for the students because these media make the students bored and difficult to understand the meaning of the picture.

#### **E. Frame of Thinking**

Speaking is an important skill also difficult in English lesson at the tenth grade that makes the students confused about how to use it orally. In conclusion, the teacher has many problems to teach them. That is why based on preliminary research the students got problems learning English in speaking ability. The students had less motivation in English lesson especially in speaking ability, had lack vocabulary, pronunciation, fluency, and also the teacher only used a picture, book, laptop, and projector to taught them.

According to the researcher's vlog activity, it help the teacher and the students in the teaching-learning process to know what the influence when using it. Furthermore, the ways vlog able influential to students' ability in describing people and place were for the first the students must often

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<sup>42</sup> *Ibid*, p. 15



practice speaking about those topics in front of the camera, next the students look for many vocabularies about the title, memorized it before taken a video.

Besides the students' interest to learn English, they felt fun, enjoyable, and addictive when the students used vlog in the learning process because of in vlog activity the main media is the camera. Furthermore, vlog activity was suitable for teaching and learning English especially in speaking ability. The implementation of using vlog activity in the classroom focused on students' center because this media was useful in the teaching and learning process especially in speaking descriptive text.

#### **F. Hypotheses**

Based on the theories and frame of thinking above, the researcher proposes hypotheses as follows:

$H_o$ : There is no significant influence of using vlog activity towards students speaking ability in the descriptive text at the tenth grade of SMA N 1 Sendang Agung in the academic year 2020/2021.

$H_a$ : There is significant of using vlog activity towards students' speaking ability in the descriptive text at the tenth grade of SMA N 1 Sendang Agung in the academic year 2020/2021.

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